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Wellesley Terms Upward Bound Dependent Upon Federal Money

by Lindsay Miller '69

A specific proposal for an Upward Bound program on the Wellesley campus for next summer has been submitted to Miss Ruth M. Adams, according to Phillip Phillips, executive assistant to the president.

The proposal calls for the expansion of the current program at MIT to a coeducational and residential summer program at Wellesley. The proposal, in memorandum form, comes from Dr. Louis Menand, and director of the Upward Bound program at MIT. At Miss Adams' request, Dr. Menand drew up the memorandum of issues involved in a joint program. He submitted the proposal in September.

Members of the May 8 Committee did much reading and research this summer about various programs (Upward Bound, Headstart, ABS, SEEK), according to Phillips. Dr. Menand was asked to speak as a general consultant at the Aug. 1 committee meeting about compensatory education programs in general.

In his report, Dr. Menand cited the fact that in 1967, 79 per cent of the 4,800 students in Upward Bound programs had been admitted to college. Of these, 72 per cent were in good standing by the end of the first semester.

Dr. Menand said that he felt that few of these students had been admitted on their own merits, but rather admission resulted from a conscious decision on the part of the admitting institution. Dr. Menand also pointed out that in a future of this sort there is a great danger of "white-washing" and "middle-classifying." The institution must be prepared to let "hidden themselves on," must not provide "middle class values" and concentrate on "human values," such as honesty and understanding.

To the question, "How does a student react to special programs?" Dr. Menand told the committee that this is not a problem as long as the institution is frank with the students. It is important for students to be able to find a niche. He felt also that students prefer to be admitted as matriculating rather than non-matriculating students unless they are part of a special transitional year program. He stressed that it is important to remember that students in Upward Bound programs set vocational goals; education to them is a job.

Lastly, Dr. Menand told the committee that he favored participation by Wellesley in a program, such as Upward Bound, which provides direct service to a segment of the population it does not now serve.

"Dr. Menand gave us a very objective and comprehensive view of the possibilities open to us," said Phillips. After the meeting, Dr. Menand called Miss Adams in his capacity as director of the MIT Upward Bound program and pointed out the feasibility of working with the existing program at MIT. From this conversation came Miss Adams' request for a memorandum with the specifics of the proposal. "What is the next step in getting the program established?"

"As soon as we hear of a positive response from Wellesley about the general proposal of a joint program, I hope that we have a thorough investigation on both sides," explained Dr. Menand. "That means studying MIT's interest and what it can do, Wellesley's interest and what it can do."

"My own view is that we on the MIT side could profit by the association," continued Dr. Menand. "The faculty committee of MIT's Upward Bound also agrees that this would be in the best interests of the program, and the kids very much want a residential program and at Wellesley."

Is there a time pressure?

"Yes, in fact, there is," said Dr. Menand. "Applications for refunding and applications for new programs are due January 3. If Howard Johnson and Miss Adams do agree on this as a joint project, the question then will be how best to make a joint appeal to Washington for funds."

"Time is growing short, because it would be a shame not to get such an appeal written," said Dr. Menand. "Nonetheless, I have detected no reluctance on the part of Miss Adams to effect this program. She was very anxious for me to present my memorandum, and this I take for a very good sign of interest."

Getting the federal funds for an

expanded program will be a determining factor in whether this plan goes through, according to Mr. Phillips.

"Upward Bound is funded by the federal government," said Mr. Phillips. "The November election may make uncertain the future of programs such as Upward Bound."

Another problem cited by Dr. Menand in connection with OEO funding might lie in reluctance to devote further resources to the Boston area, which already has eight Upward Bound programs. (Continued on page 4)

To the Wellesley College Community

The events of the past week — Monday's All College Meeting, Tuesday's noon rally and evening Senate meeting, and the coverage and analyses of these meetings in News — have indicated with greater clarity and scope than have been displayed until now that a sizeable segment of our community wishes not only to talk about the College's responsibility to minority groups but also to do something.

This is the correct posture. Reclamations against persons or past history are both cruel and futile; energy is better spent in constructing a future.

I am writing to the members of the Board of Admission urging a change in admission procedure and policy (see page 3). I ask the community to join me in a special drive, to be conducted under the sponsorship of the College and through the agency of College government, to raise money for a fund to provide scholarship aid for students whose natural ability and strong motivation make them capable of a successful college career at Wellesley, but who could not, under conventional admissions procedures, gain admission. This drive should be held during the current academic year.

I hope all of you will join me in directing your contributions to this fund.

Yours sincerely,
Ruth M. Adams, president of the College

Committee Of May 8 Offers Report Of Summer Progress; Letter to Ethos and CG President Now Shared With Community

Ed. Note: Below is the report of the May 8 Committee sent to the members of Ethos and to the President of College Government on August 5, 1968.

Members of the Committee requested by Miss Adams to implement the demands made by Ethos in May have been working through the summer. Although the student members of the Committee have only occasionally been on the campus and able to attend, the Committee has met on a regular weekly basis with Miss Adams and other members of the administrative

staff. We would like to present you an interim report on our activities and progress to date. A final report will be made to a wider audience at an early date.

1. Student Recruiters and Admissions

The three members of Ethos who have received summer appointments as recruiters in the Admission Office began work on June 17. Under the direction of Miss Clough, the girls began researching information about Upward Bound and summer programs at which secondary school students might be con-

gregated during the summer. Mr. Charles McCarthy of the CPEO organization offered his assistance and the facilities of his office to one of our recruiters and Alvin Weislaw was sent to New Haven where she spent a few days in anticipation of establishing a Boston regional office of CPEO. The recruiters visited local organizations active in working with disadvantaged and minority group students such as The Bridge Fund, the NAACP office, COPE and the office of Harvard University's Upward Bound Program. The Bridge Fund invited the recruiters to talk with students enrolled in their Upward Bound Program at Bradford Jr. College. Other visits were made to the Northfield Upward Bound Program, Mr. Herman Liberman's Studies Program, the Andover summer session, the Clark University and Brandeis University Upward Bound Programs. In addition, the girls held interviews with a number of sophomores and juniors from Roxbury and have recently made recruiting trips to Washington, Baltimore, New York and Chicago.

As the work of the summer recruiters and the staff of the Admission Office progressed, it became increasingly apparent that the kind of student prepared to enter a school comparable to Wellesley in September of 1968 had already made college plans. Directors of schools and organizations with which we had been in contact confirmed this, and of the approximately 150 inquiries resulting from the letter sent to over 3400 schools and 300 organizations, only a few applications were actually completed and none of the credentials presented have met the standards of admission. Although the immediate picture is discouraging, we are important and the long consequences of these activities give us good reason to be optimistic. The recruiters report that the prospects look good for applications for the Class of 1973 and they believe that the work of the summer will be beneficial not only in the increased number of black students at Wellesley but also in the improved manner which the College presents to inner-city schools and students.

The Admission Office is continuing the search for a full-time black staff member whose primary re-

(Continued on page 3)

Brandeis Acts With Success

by Mary Enteline '70

Martin Luther King's assassination last April made many people think, but only a few have acted. Among these few is a committee of faculty members at Brandeis University who in five months planned, financed, and instituted a Transitional Year Program (TYP) for disadvantaged students. By raising \$95,000, finding faculty, and recruiting 26 "educationally impaired" students, they succeeded in making their program a reality this September. The initial thrust of money came from members of the faculty and administration.

Faculty Gives Money

William Goldsmith, professor of politics and newly appointed special assistant for student affairs and adviser to the president, who founded Upward Bound at Brandeis, served as chairman of the Faculty Committee for Disadvantaged Students which was established last April. Goldsmith told the faculty and administration that unless they did something "unusual" there would be no funds.

The faculty and administration responded to the challenge by contributing \$16,500 to date. Contributions, which have averaged \$120, can be checked off from salaries on a monthly basis. Students started a fund drive much later but raised \$780 from 77 students.

Crediting the Initial Faculty

and administration donations with sufficiently impressing other prospective donors, Goldsmith reported, "both the Office of Economic Opportunity and the Zale Foundation

were so impressed that members of the Brandeis faculty and administration were making their own contributions that they reversed earlier decisions for the year, and made this grant at an extraordinarily late date. The OEO, had, in fact, turned down several earlier requests of a somewhat similar nature."

OEO granted \$44,000 and the Zale Foundation from Dallas, \$30,000, while other grants totaled \$5,000.

Summer Recruitment

Students were recruited in various ways, according to Mrs. Carolyn Dean, assistant to the director of TYP. In response to the demands of the Afro-American group on campus last spring, the admissions office added five black students as summer recruiters. "We benefited," Mrs. Dean commented, "because these recruiters also publicized our program. They visited Upward Bound programs throughout the nation. . . . Upward Bound and other agencies recommended students. Not more than six had any previous contact with Brandeis."

"The majority of students are from Upward Bound programs. The others should have been, but Upward Bound hadn't found them," Goldsmith commented. "One half are graduates of high school, and these mainly with commercial courses. Some dropped out as early as primary school. Two are married, and 23 are black. Due to a lack of dormitory space, no women were admitted this year, but they will be next year."

Goldsmith pointed out that normal recruiting has its limitations because colleges fight over the same students and get nowhere. "TYP was designed for students with no place to go," he explained. "Many are real college material but the system turns them off. We're trying to get to them."

"These students are all on the ball, but educationally impaired," he continued. "It may take a couple years, but we're willing to stick it out." All TYP students are guaranteed admission to Brandeis, but if they should decide to go elsewhere, the committee is pledged to help them be admitted elsewhere.

Transitional Year Students take four courses: one regular college course for credit, a math-science remedial course, an English composition and literary analysis remedial course, and a seminar on contemporary problems taught by Jacob Cohen, professor of American studies and director of TYP and Upward Bound. TYP fees come from the regular Brandeis faculty. Brandeis students serve as tutors. They meet with the students a minimum of four to five hours a week, explained Mrs. Dean. "It's very personalized, and they're expected to help the students with their work and to keep tabs on them. We expect a tutor to inform us if his student is losing interest."

"I feel very confident about this program. If it works, and I don't see why it shouldn't," Goldsmith stated. "It will demonstrate to other universities what they can do."

Incipit Vita Nova

At least once in every girl's career at Wellesley, she must ask herself what she is doing here and what she is or is not gaining by her education here. And once asked these questions, she cannot then turn her back, leaving them unanswered.

This special issue of *News* has been devoted to questioning Wellesley as an institution, not only as it affects the students here, but as it responds to the larger issue of the whole world. A minority of students have expressed their struggles in confronting their education at Wellesley and have offered concrete proposals which deserve the attention and consideration of the entire College community. Every individual on this campus is called upon to do the same at the All-College meeting on Tues., Oct. 15, at 4:15 in the Chapel.

Yet, there is an idealism in these proposals—and idealism which challenges Wellesley College to channel the potential and resources it commands to make the proposals functioning realities. The entire community must meet this challenge of education 1968, it must take the initiative to make commitments to meet the demands of today and beyond. Honesty and trust are the established norms of all members of the College and a willingness to critically re-examine present policies in terms of broader concerns is desperately needed.

Wellesley College may indeed be termed "culturally deprived" if the present imbalance is maintained, if the ivory tower existence is perpetuated, if social interaction beyond the limits of this pastoral community is not encouraged.

"We reexamine our course, the difficulty of immediately remedying such deficiencies as the paucity of black teaching and administrative personnel, and of appropriate courses and counseling for all students, but the indisputable fact of alienation of our black students, with all that the fact entails, makes a more active and creative search for solutions particularly urgent." (Cox Commission Report, *New York Times*, Oct. 6, 1968)

We urge students and administration to consider the implications of that report for the College. Wellesley today is still far from the total breakdown that threatened to destroy Columbia. Yet, the disease is here, now. And now is the time to cure the disease, not merely allay the symptoms. If Wellesley wishes to avoid either stagnation or disruption, then let it act.

If the avowed goals of this institution and of liberal arts education in general, are to have any credence, then change and willingness to work for change must be the keynote of all administrative and faculty action. The social obligation must become one of initiation, not merely imitation. "Non ministrari, sed ministrare" is a worthy ideal; but first Wellesley must make itself able.

No Time to Compromise

This is 1968. And Wellesley's role, Wellesley's renewal and her responsibilities seem now to beg for definition. While the issues are immediate and this Monday's issue of *News* a special one, the *News* commitment to the growth and expansion, change and redirection of this College and of its people is a commitment one we will reiterate. We make these specific proposals:

(1) A forward-looking, flexible and professionally directed program of compensatory education that will be developed and implemented immediately. Inherent in programs of this nature is a philosophy that capitalizes on the flexibility and individual attention that characterize a small, liberal arts college.

We envision and expect a Summer Program—one that can grow with or from a residential Upward Bound Program into a viable preparation for the academic excellence demanded in this College. A full-time Upward Bound administrator is going to be necessary, as is the commitment and involvement of large portions of the students and faculty.

Compensatory education continues, however. Several schools employing several tactics are working with their so-called "risk" students to make valid and worthwhile the concessions made to get "different" students in; to emphasize that academic excellence has not been demeaned; to prove that a competent institution can measure potential in terms of quality as well as credentials.

Five-year allowances will be considered necessary—and proper—as three-year allowances. Competent advisors will become more crucial—not just to "new, different" students, but to all students. Terms of matriculation will become more flexible—so that all students can alter a course load, so that all students can be free from competitive grades, so that all students will have the freedom and mobility to study here, to learn here, to share here, but also to leave here, and then return. Leaves of absence, greater use of pass-fail options, a relaxation of semester-by-semester requirements, and an intensified and effective advising system are the minimal requirements from which to build a better education for those who do not do as well as those who do need compensatory education (e.g., special training, more frequent tutoring, more patience, guidance, and instruction.) Wellesley HAS the facilities—the intimacy and the interest—she should now have the desire and the will to step forward into a realm of education that is at once meaningful and necessary.

(2) An all-inclusive revision of the *Admissions policy, objectives, application, and board*. For most in this admission revision is the abandonment of the conventional indices. Reluctance to replace grades and Board scores with a norm more meaningful because of sheer uncertainty is inexcusable. Other comparable schools have accomplished this; they have enlisted communities and ghetto leaders; they have hired professional recruiters to look beyond the credentials to the qualities and desires of students who otherwise would not be interested in Wellesley, thinking Wellesley interested in them. Recruitment must be a sincere, intense and far-reaching undertaking. A lack of know-how, or an unwillingness to solicit, are excuses that are simply unacceptable to persons concerned with the future significance of this College.

Additionally, the role of recruiter must no longer be assigned to alumnae. This seems evident—

but let us insist that we are moving beyond the "type" of Wellesley current alumnae have known; we are demanding a professionalism in our recruitment and in our interviewing that cannot be expected of alumnae. Geographical distribution of the kind they can accomplish does not contribute to the diversity of the campus.

In and in mind with the recruitment process is, of course, Wellesley's required and important interview. We urge the dispersion of several full-time officials of the College throughout the country to interest people in and recruit students for Wellesley. Interview sophomores and seniors. Interview and interviewees added to call from this interview a sense of each girl's potential and interest. The interview is a critical part of the application process. It is here that what the individual has achieved can be made secondary to what she can become. It is here that the College can learn what the application form will never tell about a girl's motivation, interests, intellectual curiosity—the list is endless. Attention must be paid to the individual differences of all students as we work for improvement of the entire academic program.

The Admissions Policy of the College stated in any public documents is sharply anachronistic. It must be revised and publicly-stated policy that will articulate a vision of what this College is and what an incoming class can be—we seek NO quotas, NO cutoff scores, NO pat phrases on recommendations, NO materialistic protectionism; but rather an intelligent studied analysis of each student's competence as she demonstrates it. We must reform the application form. We would expect a changed application form. We also consider the preliminary health form unnecessary, and the criteria sought often questionable. One further elimination we deem necessary is the question about Wellesley relatives and friends—there is no reason for it.

Consistent with these changes, is a re-appraisal of the Board of Admission—its composition and its task. We ask that a student take part in all deliberations and votes of the Board, in part to ensure the consistent pursuit of the policy—in part to keep vocal and relevant the student point of view. A senior—or several seniors—can maintain the confidence demanded in the process. We do not want to be participants in the community when the new class enters. This student role is an important one, as it exemplifies the students' vested interest in the institution, and the students' ability to act in policy-making capacities. It demonstrates a trust and confidence in students that we shall continue to demand. Student representation on policy-making committees should be all-inclusive and widespread.

News' two-part proposal encompasses many more than two facets of Wellesley College. We hope we have made clear our desire for pervasive changes in structure, policies, programs, and attitudes—and our belief in the viability of what we suggest. The studies we have made seem to indicate that the very best colleges and universities have more latitude in choosing students. We consider Wellesley among the best, and ask that she exercise the necessary flexibility—not at the expense of existing academic excellence, but for its continued betterment.

And let Wellesley extend also—to make the College attractive to a wider range of minds and interests. We ask greater relation to the so-

(Continued in next column)

The Reader Writes

On BLACK Pride

To the editors of *News*:
The terms "colored" and "Negro" have unpleasant and degrading connotations for Black people today. We realize that the majority of the faculty and students has long associated itself with Afro-American exclusively in a master/servant relationship, and may find it difficult to adjust to a more equitable arrangement. However, we ask them, when speaking to us, to refer to us as Blacks or Afro Americans, and NEVER as "colored girls," which alludes to latter-day Prissys and not proud Black women.

Ethos

Specific Proposals

To the editor:
If we, as Wellesley graduates, are to effect significant improvement of the social inequities which surround us, we must first experience the involvement in the problems of discrimination, unfair housing, and shoddy education. We must know first-hand the subjective points of view of the people who experience this kind of living. We must see how government officials on all levels are approaching these problems and what they are doing to solve them. The College itself should reflect the necessity of action in the solution of the problems. All this constitutes the kind of involvement which should be, and is not an integral part of four years at Wellesley.

Recruiting Black students for admission to Wellesley would be a significant widening of educational opportunities for every student if we:

- a. send student and recent graduates as recruiters and interviewers
- b. have the closeness and collective effort of on-campus living to set up a laboratory system with as small a faculty-student ratio as possible
- c. have the option of electing a course pass-fail program to reduce the pressure of grade earning despite the quality of the educational background
- d. increase the freedom of major requirements to allow for more or less specialization in a department
- e. grant leave and give credit for relevant student projects
- f. establish an urban-suburban institute; a forum of politicians, professors, townpeople, and students to evaluate and act on the responses of the suburbs to the problems of the city
- g. invest college funds in ghetto housing

Radical Christian Movement

Kathy Weisberg '70

Nancy Scheibner '69

Susan Andrews '71

Meg Douglas '69

Joy Fassel '71

Eva Murphy '69

Gail Richardson '71

Mary Rolton

Tom McLeans '69

Mary Ann Rurge '70

A Crucial Change

To the editor:
A vital revelation occurred to the students present at last Monday's All-College meeting. As we listened to the reports and comments of the May 8th Committee and the administration, we suddenly realized that the speakers were totally unaware of the profound change

asked of Wellesley as an educational institution.

As it is now, Wellesley admits predominantly upper middle class young women. The College values good high school grades, high board scores—in short, an impressive record of achievement. These admission standards severely limit the kind of student accepted, and consequently the "Wellesley girl" spends four years with her middle class values in ignorance of a multitude of other life styles. We do not feel this lack of exposure can qualify Wellesley as a truly educational institution.

The students at the All-College meeting, however, were not simply asking for the expansion of the admission policy. More profoundly hoped for a completely new concept of learning—one to which the diverse types of students would learn from each other's values and respect each other's uniqueness. In short, we heard plans to bring students with deficient backgrounds up to Wellesley's standards. We felt our black sisters' pain as again and again their dignity was defaced.

Wellesley cannot exist in the present upon the values and taken course of the past. We feel that the demand for a crucial change can no longer be ignored by the community.

Mary Lynn Cox '69

Lillian Miller '69

Earnest Desire?

To the editor:
I propose that Wellesley's dilemma in the face of the Ethos demands results from the fact that Wellesley is a basically white institution that has not decided whether or not to change. Wellesley was founded in the tradition of European universities. The values it stresses are those of the white majority. To Ethos' comment in its October 10th letter to the editors, which says that Ethos "will not stultifyly accept the idea that the existence of two different cultures is a value," I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one. I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one. I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one. I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one.

The Board of Admissions is the student body. It will have to modify its values. I propose that Wellesley's dilemma in the face of the Ethos demands results from the fact that Wellesley is a basically white institution that has not decided whether or not to change. Wellesley was founded in the tradition of European universities. The values it stresses are those of the white majority. To Ethos' comment in its October 10th letter to the editors, which says that Ethos "will not stultifyly accept the idea that the existence of two different cultures is a value," I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one. I reply that the white culture is superior, but it is inferior to more Wellesley-like qualities of the lighter one.

Louise Bedekne '72

NEW PROPOSALS

The May 8 Committee is proposing a number of recommendations to the Board of Admissions to a spokesman for the committee Friday. An announcement of these recommendations will be made sometime this week, and a complete report will follow in the subsequent issues of *NEWS*.

WELLESLEY NEWS

Owned, operated, and published weekly on Thursday, September through May by the Wellesley College News, Inc., 1000 North Street, Wellesley, Mass. 02158. Telephone 235-5444 and 234-0229. Second-class postage paid at Wellesley, Mass. (Postmaster: Send address changes in full to the publisher, 1000 North Street, Wellesley, Mass. 02158. Second-class postage paid at Wellesley, Mass. (Postmaster: Send address changes in full to the publisher, 1000 North Street, Wellesley, Mass. 02158.)

cial context we realize is so important. We see immediate possibilities in more-competitive faculty salaries, cooperative housing, off-campus housing, greater faculty exchange and interaction, encouragement for young people to exchange programs, and more extensive sharing of resources and facilities. The exchange program is a very important beginning—but it is an important and vital commitment that Wellesley as an educational institution in a society fraught with change must be willing to make. We doubt that Wellesley can afford to compromise.

Student Views Reveal Commitment, Uncertainty

by Betty Demy '69

Ed. note: These interviews represent the opinions and sentiments voiced by students of all four classes from Severance Hall. About 16 students were interviewed, while several more refused to respond to questions.

Beth Pfeffer '69, "I didn't go to either one of the meetings, the first because I was not aware that it was being held and the second because from what I had heard, I didn't think that what Miss McPherson and Mrs. Melvin said was probably misinterpreted and should probably not have been said. I question, however, whether the reaction was justified and I think that the administration is getting some unjust criticism. No one knows how much effort has been made by the administration to meet the Ethos proposals. We definitely need to incorporate blacks here and a real effort has to be made. The administration realizes what the problems are and is trying to do what it can to enact change.

"I don't like the idea of compensatory education. Wellesley is constructed on a four year program and all students are equal. It wouldn't be fair to the students coming here under those conditions."

Molly Anderson '69, "It is particularly to me why Miss McPherson said what she did. She's been here

for a long time — her attitudes and what she stands for are being turned upside down. I was impressed at Senate how human this administration is.

"Wellesley definitely has a responsibility to the outside world. The attitudes here have been very tower and as smart individuals we tend to intellectualize things, and Wellesley perpetuates this process. You become ingrown. More and more Wellesley is realizing that education means participating outside her own world, beyond tutoring kids once a week.

"There are certain underlying attitudes that we don't realize we hold because we live with people of similar ones. We can never see certain parts of life unless we get off campus. Some people argue that this is the time in life to educate ourselves and then go out into a larger world. I believe that it has to come together. I don't know why such emphasis is placed on daily homework and grinding out assignments. There should be much more encouragement to do things off campus apart from menial tasks which can be considered part of education.

"It is easy to say that an institution is all wrong, but everyone connected with the institution is obligated to find out what her responsibility is."

Retha Farr '70, "I went to the

rally on Tuesday and I didn't realize until then what blatant racism (as Kris Olson defined it) is going on. I couldn't believe that members of the administration were expressing such middle class prejudices and patronizing attitudes toward the blacks. As far as administrative efforts over the summer, I think they are just throwing sops to us to keep us content for awhile.

"I think some action must be taken — not just by Ethos and a few elite groups on campus. The College should be mobilized."

Patty Beck '70, "I think the first step to educate yourself here is the lack of things here, since it provides a challenge. You are forced to do things outside Wellesley's environment. Wellesley may not be as intellectually challenging as the Cliffs, but I'm glad it's not a far-reaching community and I can get on my feet before it becomes a Harvard or a Radcliffe.

"Wellesley is a plastic bubble from which we can look afar at the Cambridge nucleus and decide if we're in a less tumultuous atmosphere."

Virginia Schrade '70, "I am not unsympathetic to the Ethos proposals. They have a lot of good things to say. The idealism that seems to be motivating them is good. I wouldn't want them to become overpracticed. However, they aren't

giving the administration enough of a chance since the administration must face all the practical problems. I think that the administration, despite varying attitudes, found that they just couldn't get everything done in such a short time. I don't know that you can say that the so-called racism of the administration affected their actions."

Betsy Patterson '70, "It's about time all this happened. Last year I thought the same thing but then all the energy disappeared over the summer. But where were the other 1500 people on this campus during the rally at noon on Tuesday?"

"It is absurd that the US is trying to bring democracy to Vietnam when an immigrant to this country has not yet been able to get on his feet. The blacks who have been here for years."

Mary Ballard '71, "Education is supposed to be an opening experience, and it isn't if you're stuck in a closed environment without different cultures. Wellesley has a staid reputation and no one seems to be going out and doing something about it. Wellesley could take a little initiative, but it would be so out of character. There should be a social force and without leadership, the small active groups that get things done. Administration is never what you want them to be. Lots of people still

think this is a finishing school."

Ramsey Ives '71, "I think it is a mistake for admissions to focus on admitting students with one special talent. We should be looking towards down. I think you do come here to learn things of an academic nature.

"More things should be left up to the students here, but not until the quality of education is raised. We are sensible people and we shouldn't always be told what to do."

Maggie Young '71, "I think it is important that the College have diversity, that there are more experiences and backgrounds are poor. The College should be getting important to stand up for what you believe but you have to get involved and act. You can't have concrete needs spoken well without putting them into practice. The more opportunities you have the better-pass-fall, leaves of absence. People can get to know themselves better.

"Education is not to stretch your merit badge but your mind."

Marla Armstrong '72, "There should be more Negroes here and if there are backgrounds are poor, the College should have summer programs. There should also be recruiting done in the junior year so that the College can concentrate on individual problems then. When I got here, I was scared at first because I thought the black students had a chip on their shoulder, but they don't."

Pat Howe '72, "It upsets me that people say 'this' the way it is here" and leave it at that. Ghetto kids don't always realize the value of education and it is the job of an institution like Wellesley to see that they do."

"It is a vital part of education to know a little of different social backgrounds. People here are from the same social stratum and will leave here and go back to the same way of life. It would be so easy for me to spend four years here just coasting — it's an effort to care — it implies going and doing — but I hope I will."

Sue Harris '72, "I went to the rally and I thought two of the things that the administration really really goals but I don't like the way they go about blaming the administration. It's the fault of students too. People don't realize the pressure that the administration has from faculty and the alumnae. Progress is always slow.

"It makes me mad to hear people say that they don't want to accept a diploma from Wellesley. There should be changes in the attitudes of students here."

Senior Charges College is "Culturally Deprived"

Ed. note: The following is a copy of an application to the Structural-Revision Committee.

by Nancy Scheibner '69

Wellesley College is "culturally deprived." This institution was originally organized to meet the needs of a certain "underprivileged" portion of the population, namely women. Now the traditions and standards of admission and of performance which once had relevance as a demonstration of the competence of women can be seen as clinging on a racist cake. Women's right to education is now accepted. In fact, we may have the capacity to develop our minds and control our environment to an extent surpassing the original intent of Mr. Durant. Although discrimination against women still exists in graduate schools and in job positions, Mr. Durant's basic objective to establish a college that would "offer to young women opportunities for educational advancement" that those usually provided in colleges for young men" has been achieved. Continued emphasis of this goal is in 1968 little short of reactionary. The recognition of new challenges is essential to the integrity of Wellesley College. An institution is not socially neutral. It has investments, physical plant, employees and seeks and encourages a particular life style in its student body by its standards of admission and of performance.

Questions and Purposes

Wellesley is now part of a twentieth-century socio-economic-political complex and cannot have not yet begun to define itself in these terms. The pressure for a new framework of reference purposes has been mounting from both visibly with Ethos' demands and with Wellesley-MIT cross-registration and invisibly as an

undercurrent of dissatisfaction with the "gracious living" and homogeneity of Wellesley's student body.

Sensitizing a community of scholars is not a retreat for antiquarians. Science, history, art literature . . . are relevant only insofar as they sensitize a person to his or her own needs and those of others. Admitting 10 or 20 "high risk" students and leaving unchanged Wellesley's basic structures and declared policies is tokenism. What happens in the next 20 years on a national level will depend on people's ability to know what they need and want and to be able to communicate those needs and wants effectively. Knowledge of itself is unimportant. It is important that an individual who at a particular time wants to learn gets that chance in the way which develops her most fully.

Challenge

The challenge for Wellesley is to provide a relevant education for a wide range of students. The criteria for admission should be based on proven or potential ability to communicate with people and to deal creatively with environment rather than that environment be art or music, community organizing, computers or PhD level ideas and NOT on the ability to perform on achievement exams or to reproduce teachers' notes on tests or to have been produced by a Wellesley alumna.

The emphasis has been on academic achievement as defined in high school record and evaluation by teachers with no interest in producing achievers. The pressure after graduation is going to be on the individual; the emphasis in institutions should be on the individual's personal quality, not

What should be done? The head of admissions should make a blunt

and very public statement that Wellesley is radically revamping its goals and admission requirements. The question of being an alumna would should be dropped completely.

Interviewers should understand the new framework within which Wellesley is looking for students. Only those who are willing to make the shift should leave.

Recruitment should take place in public high schools both "good" and "bad." "Known" and "unknown" and in many different parts of the country.

Recruitment should take place in cities, why not with Boston? With the aim of making Wellesley known and available to individuals from all backgrounds.

Change

Changes in requirements of work here should include the option of total Pass-Non-Pass. Semester or longer work with full credit or no credit. Institutions or programs should be made part of the normal course of possibilities. Taking a semester off should be as simple as signing out. Independent study projects should be available to all undergrads. Concentration after general area requirements have been fulfilled should be at the discretion of the student in consultation with her advisor and department.

Students who want to live off campus should be able to do so. Those who want to create a community on campus should be able to do so — either in regular dorms or in cooperatives.

We count on the maturity of individuals and not 19th century materialism to make this college real.

A small women's college justifiable and if so, in what terms? I think Wellesley's "woods and waters" and small size of the campus relative to a truly teaching as well as research college are terribly important.

There are no substitutes for the lake or dropping in to see a friend who is also a professor. But I can also see the need and value of making this experience available to MIT students as well. If education of the future is to be non-multiversity, it will be because individuals both men and women have discovered the advantages of small college education and are committing themselves to fighting for the survival and growth of that style.

Community Development

Wellesley is in a period of tremendous potential. The summer possibilities for the campus remain relatively untapped. Upward Bound

would be a step in the right direction.

What I have written here is essentially ideology or at least interpretation. I am not suggesting that I have created in the catalog verbiage. But the description of "The College" given in the present catalog must have the dust blown out of it.

These are the kinds of questions I am asking. This is my framework of thought on the past, present and future of Wellesley. And before applying for this Committee I want to know what questions the Administration and Trustees are asking. If the Administration is seeking to avoid a Columbian Confrontation by establishing a doing nothing "report-producing" committee, then the administration should not constitute an application. If the Administration, Trustees, Faculty, and Student Body are sincerely looking with full commitment to implementing both immediate and long-term structural revision, then I submit this application in like spirit.

Upward Bound . . .

(Continued from page 1) The Northeast quadrant of the campus, in fact, has the largest concentration of Upward Bound programs. There is also the question of the major structural change from a day program for boys on an off-campus campus to a residential educational program on a rural campus.

"The OEO should normally make its decisions known by March," said Hibbs. "If this Upward Bound program did not receive federal funds, every possible attempt would be made to find a similar program on the Wellesley campus for next summer."

"This is in line with the guidelines set up for the May 8 Committee last spring," he added.

The history of the hope for a summer Upward Bound of Wellesley preceded the formation of the May 8 Committee and the articulation of the Ethos demands.

Last fall, a group of students, led by Priscilla Kerbin '68, and several interested faculty began to investigate the possibility of having a pre-college educational program at Wellesley for the summer of 1968.

"We were working on an ad hoc arrangement and didn't know

where to turn first," explained Mrs. Elizabeth Conant, assistant professor of biological sciences.

"By this time in December that we considered applying for Upward Bound funds on or own, we were told by spokesmen from the New England Upward Bound program that funds were not available. We were told that the administration's experience to mount a successful program by the following summer," she said.

Meanwhile, Mike Efron, assistant director of MIT's Upward Bound, has suggested that those at Wellesley interested in getting experience could also help the MIT program by running a Saturday program at Wellesley for some 15 high school boys. Starting in February, Wellesley students and faculty did provide the Saturday program of English and biology classes in the morning and recreation in the afternoon.

"Because the program was such a popular success, the year before there are 30 boys coming to Wellesley every Saturday," said Mrs. Conant. "We see now the scope of our ignorance about running such programs last summer. We realize that we are learning enough to put on — hopefully — a successful program this summer."

AGENDA

Monday, October 14

Special Issues of NEWS.
Dinner hour discussion in dormitories
Special meeting of COWI, 10:30 pm, to prepare a statement of proposals.

Tuesday, October 15

All-College Meeting at 4:15 pm in the Chapel to discuss action, and to set forth proposals that will be presented to the Board of Admission and the Board of Trustees.